



Pupil premium strategy statement – Leigh Academy Mascalls

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1238
Proportion (%) of pupil premium eligible pupils	25.93%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Mrs Jo Brooks
Pupil premium lead	Mr Mike Illsley
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£299,468.13
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£299,468.13

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Leigh Academy Mascalls is to provide all students with the opportunity to achieve their potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps.

Common barriers to learning for disadvantaged pupils may include:

In school barriers:

- Some students may not be working at an age related level and have conceptual gaps or misconceptions.
- Some pupils may have limited speech and language skills which can impact upon learning.
- In some cases, learning skills may need developing, e.g. organisation, commitment, resilience.

External barriers:

- In some cases, consistent attendance and punctuality.
- In some cases, access to resources, such as books, libraries and life experiences.
- In some cases, a lack of regular routines including home reading, homework, spelling and having equipment in school.

At Mascalls Academy our Pupil Premium Funding is used to meet our 5 key objectives:

1. To remove barriers to learning so to ensure Pupil Premium students continue to make progress at least in line with or greater than national measures of expected progress.
2. To accelerate PP student progress and raise attainment to further.
3. To support social and emotional development which enables students to learn.
4. To broaden experiences and widen opportunities for students
5. To ensure secure and well supported transitions, including future destinations

We aim to do this through:

The graduated strategy of support that we use has been structured to ensure our pupil premium provision is both transparent and sustainable. The main mantra underpinning the strategy is LEVEL THE PLAYING FIELD

In terms of providing an outstanding support package for ALL disadvantaged pupils and evidencing the impact. This will include pastoral support, academic achievement, data tracking, extra-curricular activities, improved life experiences, careers advice and guidance.

LEVEL THE PLAYING FIELD - For ALL disadvantaged students. What additional things are we doing for the disadvantaged that is above what other students are receiving. What are we doing together to give them a better chance? The Universal offer is the basic entitlement that ALL Disadvantaged pupils will have access to.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Inconsistent progress and attainment between disadvantaged and non disadvantaged students.
2	The behaviour and attendance of our disadvantaged students differs to that of our non disadvantaged students. As a result there is a loss in learning.
3	Ensuring all disadvantaged students have access to high quality teaching.
4	Deploying staff effectively to meet the needs of disadvantaged students
5	In general, our disadvantaged students have weaker literacy/oracy skills and are more likely to be word poor in terms of academic word lists
	Ensuring leadership systems are able to respond efficiently to the challenges listed above

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress Improving the professional capital of staff Accelerated reading age gains Improvement in staff pedagogy and student knowledge acquisition via the 'Challenge Wheel' and coaching programme. Development of academy digital strategy.	Completion of Thrive training modules Increasing student reading ages Staff lesson observations show lessons are either good or better Students' MYP scores of our disadvantaged students are inline with non disadvantaged students. Completion of google level 1 Staff training on Google workspace tools
Exclusions Appropriate and effective use of behavioural services both internal and external	Reduction of suspensions for our disadvantaged students
Attendance Improve attendance of our disadvantaged students	Attendance figures of our disadvantaged students to be in line with non disadvantaged students. Attendance team to work closely with Pastoral college staff Use of trackers to identify trends with this group of students demonstrates impact and an improving attendance picture.
Ready to Learn Disadvantaged students are equipped and ready to learn each day	Reduction in disadvantaged students being logged at the ready to learn gate.
Enrichment Pupil Premium learners are fully engaged and participating in the school's rich enrichment offer.	Prioritised places are available on trips for PP learners to ensure fair access. Monitoring of enrichment activity attendance to support the school's aspirational aim of 100% students involved in some aspect of the enrichment curriculum

	Advisors and teaching staff are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 89,341

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cognitive Science training for all staff	Cognitive load theory is a theory of how the human brain learns and stores knowledge. The theory is supported by a large number of RCTs, and has significant implications for teaching practice. Cognitive load research demonstrates that instructional methods are most effective when designed to fit within the known limits of working memory, and therefore strongly supports guided models of instruction. Cognitive load theory offers a range of evidence-based recommendations for educational practice, especially for teaching novice learners in 'technical' subjects such as mathematics, science and technology.	1,3,
Instructional coaching	Working 1:1 with staff to develop areas of teaching practice specific to them as individuals.	1,3
Challenge Wheel pedagogy	Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a	1,3

	consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For disadvantaged students the difference between an effective teacher and an ineffective teacher is a whole year's learning.	
Development of adaptive teaching practice	For students to succeed in a particular area, they must have a foundation of factual knowledge, understand those facts in the context of a conceptual framework and organise knowledge in order to facilitate retrieval and application (Bransford et al., 2000).	1,3,51
Question level analysis. Development of digital strategy to include online homework platforms: Sparx Maths, Sparx Science, Sparx Reader and Languagenut.	Research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback	1,3,5
Challenge for all pedagogy, Challenge Wheel, Curriculum, pedagogy sessions, CPD and lesson observations, clear assessment guidelines	High quality teaching is the most important way to improve the attainment of disadvantaged pupils. Ensuring that pupils from all backgrounds have access to high quality teaching is crucial for social mobility.	1,3
Development of pupil metacognitive strategies	Fundamentally, the underlying supposition is that metacognition and SRL are important to learning, and thus raise attainment, and various studies	1,3,

	have established that SRL, and in particular metacognition, has a significant impact on students' academic performance, on top of ability or prior achievement (e.g. Hacker, Dunlosky, & Graesser, 2009; Ponitz et al, 2008; Pressley & Harris, 2006). Veenman et al (2004) and Veenman & Spaans (cited in Veenman et al., 2006, p. 6) EEF 2020	
English Mastery	English Mastery provides a knowledge-rich curriculum aiming to help teachers establish students' progress and effectively plan English lessons throughout Key Stage 3. The curriculum has four pedagogical pillars rooted in cognitive and educational research: 1) emphasising accumulation of knowledge, 2) discrete grammar teaching, 3) systematic instruction of Tier 2 vocabulary (high frequency/multiple meaning words), and 4) use of standardised, norm-referenced student work. There are different pathways for children reaching age-related expectations and those working below expectations. EEF evidence shows the impact of mastery learning approaches is an additional five months' progress, on average, over the course of a year.	1,3,5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 105,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
Google chromebook use of Read & Write Inc	We believe that regardless of an individual student's ability and aspirations, literacy is an integral part of every young person's learning journey. The ability to read and write with confidence impacts all aspects of a child's academic, social and personal development, from the early years right through to graduation and beyond. Therefore, it is our mission to support students on their personal literacy and learning journeys through innovative technology that can help them read, write and express their thoughts with clarity and confidence. In doing so, we can unlock everyone's full potential.	1,2,3,5,
Use of online platforms: Sparx Maths, Sparx Reader, Sparx Science, Languagenut and Tassomai	All students have access to a Google Chromebook, free of charge which helps to level the playing field. For example Sparx Maths increases the chances of improving GCSE Maths outcomes by one grade at 20%.	1,2,3,5,
Engage with in school tutoring and support programmes to provide a blend of tuition and mentoring. A significant number of students will receive tutoring via the Hub advisory sessions.	Tuition targeted at specific needs and knowledge can be an effective method to support low attaining students. EEF Toolkit cites positive impact of One to One Tuition (+5 months) and Small Group Tuition (+4 months) EEF Toolkit shows Mastery Learning as having positive impact for very low cost (+5 months) EEF: Targeted small group and one-to-one interventions (+5	1,2,3,4,5

	months) have the potential for the largest immediate impact on attainment. EEF Toolkit shows digital technology having positive impact (+4 months)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 105,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist leads Attendance Behaviour Teaching & Learning Data & Assessment	One of the most important jobs in a school is the Pupil Premium champion. Leading the management and delivery of provision for Pupil Premium is a key role and every school needs an effective Pupil Premium champion – we will have one in each key barrier The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons	6,4,2
Promotion of students' mental and emotional well-being.	There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that disadvantaged children tend to have	6,4,2

• Healthy minds implementation • Mental health wellbeing team • Mind and body – mental health screening	weaker non-cognitive skills than their peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils. EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. 1, 4 8 EEF Toolkit: Social/emotional learning (+4 months). The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org).	
Immediate attendance response systems	Evidence from a Department for Education study shows a strong correlation between school attendance and GCSE success. A child who averages 80% attendance during their secondary school career effectively misses one whole year of education and significantly reduces their chances of good grades.	2,3
Enrichment Programme Introduction of Duke of Edinburgh MCAS online platform and advisory used to promote enrichment activities to all and monitor attendance of all students	Evidence from the Social Mobility Commission- <i>An Unequal Playing Field</i> states that the breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching	4,3,1,

	life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.	
Appropriate and effective use of behavioural support services. Student referral centre and behavioural services via 'inclusion' and 'learning hub' Access to WKLF support and shared support from Leigh Academies Trust central Kent and wider services.	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programmes described above. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.	6,4,2
Provision of revision guides and academic text for all PP students	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self regulation	5,1
College admin team + 3 additional Student support Managers	Facilitation of the small school model to lead to more effective communication with parents and students.	

Total budgeted cost: £ 229,468.13

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 3:

- Disadvantaged pupils achieved their best Key Stage 3 outcomes on record in 2025 since the last inspection. Gaps between disadvantaged and all pupils were narrower in 2025 than in any year since the last inspection.
 - Table 3: average MYP end of year grades for years 7-9 in 2023, 2024 and 2025 (disadvantaged pupils).** Shows that disadvantaged pupils in years 8 and 9 achieved their highest average MYP grades in 2025 (Year 8: 3.7, Year 9: 3.9).
 - Table 4: average gap between disadvantaged pupils and all pupils for years 7-9 in 2023, 2024 and 2025 using MYP grades.** Shows the disadvantaged gap was the lowest or equal lowest on record for all three year groups in 2025 (Year 7: 0.4, Year 8: 0.5, Year 9: 0.4).

Table 3: average MYP end of year grades for years 7-9 in 2023, 2024 and 2025 (disadvantaged pupils).

	Year 7	Year 8	Year 9
End of 2023	3.7	3.4	3.7
End of 2024	3.6	3.5	3.4
End of 2025	3.7	3.7	3.9

Table 4: average gap between disadvantaged pupils and all pupils for years 7-9 in 2023, 2024 and 2025 using MYP grades.

	Year 7	Year 8	Year 9
End of 2023	0.5	0.8	0.7
End of 2024	0.4	0.6	0.6
End of 2025	0.4	0.5	0.4

Key Stage 4:

- The performance of disadvantaged pupils improved in 2025, bringing it closer to the national average.
 - Table 10: disadvantaged performance at Mascalls in 2024 and 2025 versus national average.** Shows that Attainment 8 for disadvantaged pupils at Mascalls improved from 31.3 in 2024 to 33.3 in 2025, closer to the 2025 national average of 34.9.

- The gap between disadvantaged and non-disadvantaged pupils at Mascalls is considerably narrower than the national average.
 - **Table 11: disadvantaged / non-disadvantaged gap 2025, Mascalls versus national.** Shows the Attainment 8 gap for Mascalls in 2025 was 9.0, compared to the national average of 15.4, a difference of -6.4.

Table 10: disadvantaged performance at Mascalls in 2024 and 2025 versus national average.

	2024 Mascalls	2025 Mascalls	Difference	2025 National
Attainment 8	31.3	33.3	+2.0	34.9

Table 11: disadvantaged / non-disadvantaged gap 2025, Mascalls versus national.

	2025 Mascalls	2025 National	Difference
Attainment 8	9.0	15.4	-6.4

Post 16:

- Value added for disadvantaged students was high in all academic, applied, and technical programs in 2025.
 - **Table 17: value scores for post 16 programmes 2024 and 2025.** Shows that in 2025, Academic (disadvantaged) was 0.46, Applied (disadvantaged) was 1.06, and Technical (disadvantaged) was NA (not available). The notes indicate that disadvantaged students achieve positive value added in all programs and that value added for disadvantaged students improved in all programs in 2025.

Table 17: value scores for post 16 programmes 2024 and 2025.

	2024	2025 (est.)
Academic (all)	-0.06	-0.03
Academic (disadvantaged)	-0.24	0.46
Applied (all)	0.01	0.30
Applied (disadvantaged)	-0.24	1.06
Technical (all)	1.42	0.73
Technical (disadvantaged)	1.75	NA